DOCUMENT RESUME

ED 146 743 EC 102 864

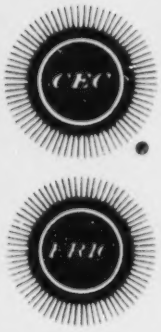
| | |
|---|---|
| TITLE | Normalization: 1977 Topical Bibliography. |
| INSTITUTION | Council for Exceptional Children, Reston, Va. Information Services and Publications. |
| SPONS AGENCY | National Inst. of Education (DHEW), Washington, D.C. |
| PUB DATE | 77 |
| NOTE | 16p.; Exceptional Child Education Resources Topical Bibliography Series |
| AVAILABLE FROM | The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No. 714) |
| EDRS PRICE | MF-$0.83 HC-$1.67 Plus Postage. |
| DESCRIPTORS | *Adjustment (to Environment); Adults; Annotated Bibliographies; Attitudes; Elementary Secondary Education; Handicapped; *Handicapped Children; *Normalization (Handicapped); Social Adjustment; Young Adults |

ABSTRACT

The annotated bibliography contains approximately 65 citations (1973-1976) on normalization for handicapped children and adults. The information is reported to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually contain information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED146743



U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# Normalization

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
topical Bibliography Series, No. 714

EC102864

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

## HOW TO USE THIS DOCUMENT

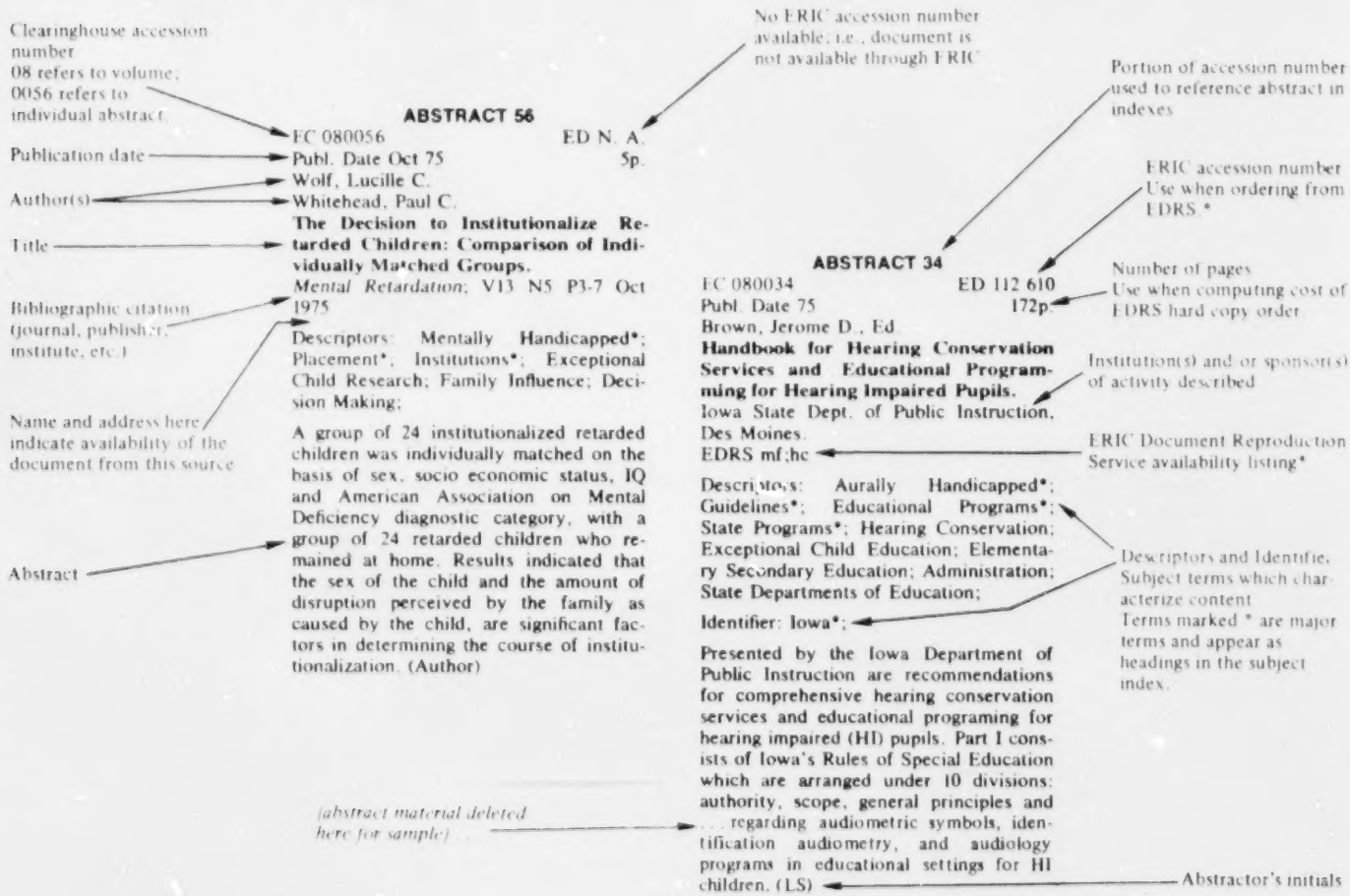
Each abstract contains three sections; bibliographic data, descriptors, and a summary of the document.

1. The bibliographic section provides:

   a. document identification number (EC)
   b. document order number if available (ED)
      Documents with a six digit number after the designation ED are ERIC documents. These documents may be purchased from EDRS (see last page of bibliography for order form) if the EDRS availability listing (EDRS mf and/or hc) appears in the bibliographic section. Documents with N.A. after the designation ED are journal articles or documents from commercial publishers. They must be obtained directly from the journal editor, commerical publisher or source.
   c. title
   d. author
   e. publication date
   f. source or publisher
   g. EDRS availability

2. Descriptors indicate the subject matter of the document.

3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.


Clearinghouse accession number
08 refers to volume;
0056 refers to individual abstract
No ERIC accession number available; i.e., document is not available through ERIC
Portion of accession number used to reference abstract in indexes
ABSTRACT 56
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order
Publ. Date 75
172p
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Brown, Jerome D., Ed
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
Name and address here indicate availability of the document from this source
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers. Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample)
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

## CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

**AAESPH Review**, American Association for the Severely Profoundly Handicapped, P O Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

**Adolescence**, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon
**sin Avenue NW, Washington DC 20016

**American Education**, 400 Maryland Avenue SW, Washington DC 20202

**American Educational Research Journal**, 1126 16th Street NW, Washington DC 20036

**American Journal of Art Therapy**, 6010 Broad Branch Road, Washington DC 20015

**American Journal of Community Psychology**, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

**American Journal of Nursing**, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

**Archives of Otolaryngology**, 535 North Dearborn Street, Chicago, Illinois 60610

**Arithmetic Teacher**, 1906 Association Dr. Reston VA 22091

**Art Psychotherapy**, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

**ASHA**, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

**Assignment Children**, UNICEF, 7 Rue Eugene Delacroix, 75016 Paris, France

**Audecibel**, 24261 Grand River Avenue, Detroit, Michigan 48219

**Audiology & Hearing Education**, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, CA 91403

**Australian Citizen Limited**, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P O Box 255, Carlton, South Victoria 3053, Australia

**AVISO**, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

**Behavior Today**, Ziff Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

**Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

**British Journal of Disorders of Communication**, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

**British Journal of Mental Subnormality**, Moorhull Hospital, King's Heath, Birmingham B30 3QB, England

**British Journal of Physical Education**, 10 Nottingham Place, London W1M 4 AX, England

**Bulletin of the Orton Society**, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

**Bulletin of Prosthetics Research**, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

**CSMR Bulletin**, 345 Campus Towers, Edmonton, Alberta, Canada

**Canada's Mental Health**, Information Canada, Ottawa K1A 0S9, Canada

**CEDR Quarterly**, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

**Child Care Quarterly**, 2852 Broadway Morningside Heights, New York 10025

**Child Development**, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

**Child Welfare**, 67 Irving Place, New York New York 10003

**Childhood Education**, 3615 Wisconsin Avenue NW, Washington DC 20016

**Children Today**, US Government Printing Office, Washington DC 20402

**Children's House**, Box 111, Caldwell, New Jersey 07006

**Colorado Journal of Educational Research**, University of Northern Colorado, Greeley, Colorado 80631

**Compact**, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

**Day Care & Early Education**, 2852 Broadway, New York, New York 10025

**Deaf American**, 5125 Radnor Road, Indianapolis, Indiana 46226

**Deficience Mentale/Mental Retardation**, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

**Developmental Medicine and Child Neurology**, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

**Devereux Forum**, 19 South Waterloo Road, Devon, Pennsylvania 19333

**DSH Abstracts**, Gallaudet College, Washington, DC 20002

**Dyslexia Review**, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

**Early Years**, Allen Raymond Inc., P O Box 1223, Darien C T 06820

**Early Years Parent**, Allen Raymond Inc., P O Box 1223, Darien C T 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

**Education Digest**, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

**Educational & Psychological Measurement**, Box 6907, College Station, Durham, North Carolina 27708

**Educational Forum**, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

**Educational Horizons**, 2000 East 8th Street, Bloomington, Indiana 47401

**Educational Leadership**, 1201 16th Street NW, Washington, DC 20036

**Educational Researcher**, 1126 16th Street NW, Washington DC 20036

**Educational Technology**, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

**Elementary School Journal**, 5801 Ellis Avenue, Chicago, Illinois 60637

**English Journal**, 1111 Kenyon Road, Urbana, Illinois 61801

**Exceptional Child** (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

**Family Involvement**, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

**Focus on Exceptional Children**, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

**Harvard Educational Review**, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

**Health Education** (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

**Hearing**, 105 Gower Street, London WC1E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

**Hearing Rehabilitation Quarterly**, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

**Human Behavior**, PO Box 2810, Boulder, Colorado 80302

**Humanist**, 923 Kensington Ave., Buffalo, New York 14215

**Illinois Schools Journal**, 6800 South Stewart Avenue, Chicago, Illinois 60621

**Indiana Speech & Hearing Journal**, Ball State University, Muncie, Indiana 47306

**Instructor**, PO Box 6099, Duluth, Minnesota 55806

**Inter-Clinic Information Bulletin**, 317 East 34th Street, New York, New York 10016

**International Child Welfare Review**, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

**International Journal of Child Psychiatry**, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

**International Rehabilitation Review**, 219 East 44th Street, New York, New York 10017

**Involvement**, PO Box 460, Oak Ridges, Ontario, Canada

**Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni**versity of Kansas, Lawrence, Kansas 66044

**Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005

**Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523

**Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

**Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

**Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222

**Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

**Journal of Education**, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701

**Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

**Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

**Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044

**Journal of Negro Education**, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

**Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711

**Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005

**Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910

**Journal of School Health**, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

**Journal of Teacher Education**, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

**Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172

**Learning**, 530 University Avenue, Palo Alto, California 94301

**Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave**nue NW, Washington DC 20015

**Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202

**Momentum**, 350, One Dupont Circle, Washington DC 20036

**Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091

**NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091

**National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209

**The New Beacon**, 224 Great Portland Street, London W1N 6AA, England

**Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556

**Nursing Outlook**, 10 Columbus Circle, New York, New York 10019

**Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602

**Parent Communication**, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

**Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

**Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203

**Pediatric Clinics of North America**, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Perceptual and Motor Skills**, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

**Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

**Pointer**, PO Box 131, University Station, Syracuse, New York 13210

**Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733

**Psychology Today**, PO Box 2990, Boulder, Colorado 80302

**Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

**Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711

**Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

**Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

**Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115

**Rehabilitation World**, RIUSA, 20 W. 40th St., New York NY 10018

**Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

**Review of Educational Research**, 1126 16th Street NW, Washington DC 20036

**Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

**Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852

**School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251

**Science and Children**, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

**Sign Language Studies**, Linstock Press, 9306 Mirwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

**Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401

**Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

**Special Education in Canada**, Dale Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

**Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830

**Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

**Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England

**Teachers College Record**, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

**Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

**ABSTRACT 2988**

EC 08 2988 ED N. A.
Publ. Date 75 20p.
Martin, Garry L.
Lowther, Glen H.
**Kin Kare: A Community Residence for Graduates of an Operant Program for Severe and Profound Retardates in a Large Institution.**
Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($28.50)
Chapter 18 in Travis Thompson and William S. Dockens, III (Eds.), Applications of Behavior Modification (Pages 325-344).

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped; Residential Programs; Institutionalized (Persons); Behavior Change; Operant Conditioning; Community Resources;

Identifiers: Deinstitutionalization;* Group Homes;*

Described is a behavior modification program provided 30 severely and profoundly institutionalized retarded girls of whom six (all under 15 years of age) were later able to enter a community residence. Stressed are the skills developed in the institution (such as self care, instruction-following, and social skills) prior to integration into the community based group home. Noted are the close contact maintained between the group home and the institution (including common staff members) and preparation of the community in the neighborhood of the group home. Charts are given detailing positive and negative behaviors changed during the program for each of the six girls. (DB)

**ABSTRACT 2973**

EC 08 2973 ED N. A.
Publ. Date May 75 241p.
Turner, Suzanne.
McAvoy, Nancy Clark.
**Community Living for Ohio's Developmentally Disabled Citizens; Volume II: Technical Assistance Manual.**
Charles E. Kunkel, Technical Consultant, Residential Services, Developmental Disabilities Resources, Inc., 2238 South Hamilton Rd. Columbus, OH 43227 ($8.04)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Manuals; Community Programs;* Residential Programs;* Foster Homes; Group Living; Program Planning;* Program Development;* Technical Assistance;* Organizational Development; Insurance Programs; Fiscal Support; Zoning; Certification; Personnel Policy; Staff Improvement; Admission Criteria; Program Evaluation;

Identifiers: Developmental Disabilities;* Ohio;*

Presented is a technical assistance manual designed to enable agencies and/or individuals, at the local level, to plan, develop, and operate a continuum of residential alternatives such as foster family and group homes for developmentally disabled citizens in Ohio. Ten color coded chapters cover the following areas (sample subtopics are in parentheses): organizational development (development of constitution and by laws, philosophy of residential services, and considerations for establishing a residential program); insurance (health insurance, life insurance, and liability); exploration of financial resources (guidelines for pursuing funds, establishing budgetary items and approximate costs, and financial resources for the development and operation of a residential unit); zoning (background of problem and alternate solutions); licensing (state approvals, certifications, and licensure); personnel policies (staff interview procedures, staff job descriptions, and utilization of volunteers/personal advocates); staff development (suggested areas of staff development); admission policies and procedures (respite care, disciplinary procedures, and resident waiting list/rejection procedure); resident programing (individual treatment plans, supportive services, and program format); and program evaluation. Provided for most chapters are samples that include an articles of incorporation form, a volunteer/advocate application, a medical examination report, and a behavioral assessment checklist. (SBH)

**ABSTRACT 2905**

EC 08 2905 ED 122 527
Publ. Date Apr 76 6p.
Doernberg, Nanette L.
Wagner, Patricia A.
**"Life Insurance" for Parents of Retarded Children, Adolescents and Adults: Short-and Long-Term Parent Counseling Techniques.**
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Adolescents; Adults; Parent Counseling;* Institutionalized (Persons);* Parent Attitudes;* Placement;

Identifiers: Deinstitutionalization;*

Counseling parents of institutionalized adolescents and adults should address basic problems of parental overestimation of the child's impairment, anxiety regarding future community placement, and apprehension about the alternatives to community placement. Characteristic parental responses to their son's or daughter's placement in less restrictive settings include guilt and resistance, with the greatest rejection often expressed at the idea of foster care. (CL)

**ABSTRACT 2895**

EC 08 2895 ED 122 517
Publ. Date Apr 76 3p.
Kingsley, Ronald F.
And Others.
**Instructional Activities for Children with Autistic Like Behavior.**
Kent Public Schools, Ohio. Program for Autistic Children.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Autism;* Elementary Secondary Education; Educational Programs;* Diagnostic Teaching;* Language Instruction;* Skill Development;* Normalization (Handicapped); Parent Counseling; Program Descriptions;

Identifiers: Ohio (Kent);

A program for children with communication disorders (autisticlike behaviors) has been developed by the Kent (Ohio) Public Schools' Special Education program and is intended to eventually integrate the children served into other special education classrooms and, ultimately, into the home school special education program. Among the program's objectives are to provide an educational program for 18 autistic children, to provide individual and group guidance for parents of autistic children, and to help determine the percent of autistic children that are educable but are misdiagnosed as trainable by individual IQ tests. The diagnostic/prescriptive instructional program provides language centered training in academic, psychomotor, and social-affective skills. (SB)

**ABSTRACT 2892**

EC 08 2892 ED 122 514
Publ. Date Apr 76 16p.
Hurd, D. S.
Nicholson, James L.
**Educational Remediation of Autism and Environmental Disorders.**
Project ADVOCATE, Aurora, IL.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Behavior Problems;* Autism;* Early Childhood Education; Elementary Secondary Education; Special Education;* Student Placement;* Normalization (Handicapped); Program Descriptions; Case Studies; Prevention; Institutionalized (Persons); Cost Effectiveness;

Described is a project involving 37 severely emotionally disturbed, behavior disordered, or autistic children (4-16 years old) that focused on the provision of short term, intensive special educational class placement for children who otherwise would have been extruded from regular school programs into hospital or residential (psychiatric) school settings. Program areas covered by the report include goals and objectives, behavioral objectives, academic emphasis, reinforcement schema, population characteristics, and cognitive orientation. Cited are findings which indicate that the project's original purpose (to prevent extrusion of children from their homes and communities) can be achieved with a

cost effective model that succeeds in the management of children with severe emotional or behavioral disorders, sometimes complicated by other handicaps. Also provided are the case history of a child included in the project, appended material on Ss test results, and sample data collection sheets. (Author/SB)

### ABSTRACT 2757

EC 08 2757 ED N. A.
Publ. Date Jan76 18p.
Haring, Norris G.
**Welcome Address to Second Annual AAESPH Conference (Kansas City, Missouri, November 12-14, 1975).**
*American Association for the Education of the Severely/Profoundly Handicapped Review*; V1 N3 P87-104 Jan 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Educational Needs;* Cost Effectiveness;* Speeches; Trend Analysis;* Public Opinion; Equal Education; Normalization (Handicapped);* Program Effectiveness;

Identifiers: Deinstitutionalization;* American Assoc Educ Severely Profoundly Handicapped;

Presented is a speech by Norris Haring, in which he examines present trends and future directions in the education of this population. The growth of the association and its services is traced. Objections to the education of the severely handicapped (such as ineffectiveness and expense of intervention) are considered. Stressed is the need to show quantitatively the effectiveness of educational intervention, efforts toward normalization, and deinstitutionalization. Comparative costs of institutional care and alternatives to institutions are given. Encouraged are increased use of precise measures and more longitudinal studies. (DB)

### ABSTRACT 2756

EC 08 2756 ED N. A.
Publ. Date Jan76 44p.
Skarnulis, Ed.
**Less Restrictive Alternatives in Residential Services.**
*American Association for the Education of the Severely/Profoundly Handicapped Review*; V1 N3 P41-84 Jan 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Residential Programs;* Normalization (Handicapped);* State Programs; Regional Programs; Family Role;* Delivery Systems;*

Identifiers: Nebraska; Group Homes;*

Described is the development of a model to provide a range of less restrictive alternatives in residential services for mentally handicapped persons in Nebraska. Noted are early adherence to the principle of normalization and regional administration of a variety of group homes including developmental homes (long term single child foster homes), coresident apartments, and adult residences. Costs for the various alternatives are compared. Explained is the provision of in-home services (such as a baby sitting service or time saving appliances) to families to allow the handicapped person to remain in his own home. Alternative living units are seen to provide a needed flexibility in the provision of residential services. Appended is a "contract" questionnare for cooperative programing between houseparents and natural parents. (DB))

### ABSTRACT 2646

EC 08 2646 ED N. A.
Publ. Date Jun 76 4p.
Flanigan, James.
**Establishing a Community Residence: Practical Guidelines.**
*Exceptional Parent*; V6 N3 P10-13 Jun 1976

Descriptors: Mentally Handicapped;* Group Living;* Community Programs;* Exceptional Child Education; Adults; Guidelines; Normalization (Handicapped);

Intended for parents and volunteers, the article offers guidelines for establishing a community residence for mentally retarded adults. Steps in developing a community residence are noted to include identifying potential residents, establishing contact with the appropriate government officials, finding a house, and gaining acceptance in the neighborhood. (SB)

### ABSTRACT 2611

EC 08 2611 ED N. A.
Publ. Date Fal 75 53p.
Achtenberg, Jack.
**"Crips" Unite to Enforce Symbolic Laws: Legal Aid for the Disabled. An Overview.**
President's Committee on Employment of the Handicapped, Washington, D.C. 20210
(Reprint) *University of San Fernando Valley Law Review*; V4 N2 P161-213 Fal 75

Descriptors: Exceptional Child Services; Physically Handicapped;* Legislation;* Civil Liberties;* Court Cases;* Law Enforcement; Legal Responsibility; Discriminatory Attitudes (Social); Architectural Barriers;*

Presented by a lawyer, himself a quadriplegic, is legally significant information regarding the physically disabled, focusing on the following topics: evolution of the fight against discrimination, difficulties of law enforcement, some examples of enforcement through litigation (including architectural barrier cases, discrimination cases, mass transit cases, and education cases), employment, the critical need for ongoing legal expertise, and procedural devices. Accompanying the text are 184 notations providing names and addresses for further information, definitions, statutes and codes, regulations, references, and other detailed information. (IM)

### ABSTRACT 2574

EC 08 2574 ED N. A.
Publ. Date Mar 76 10p.
Reavis, H. Kenton.
And Others.
**Behavioral Assessment Procedures for Community Reintegration.**
*American Association for the Education of the Severely/Profoundly Handicapped Review*; V1 N4 P37-46 Mar 76

Descriptors: Exceptional Child Services; Mentally Handicapped; Custodial Mentally Handicapped;* Normalization (Handicapped);* Daily Living Skills; Job Skills; Self Care Skills; Needs Assessment;*

Identifiers: Deinstitutionalization;*

Presented is a three phase behavior assessment and prescription system to facilitate the reintegration of institutionalized mentally retarded individuals into more normal community environments. Persons would be assessed at the screening (preselection) level, programing (preselection) level, and community entry (prerelease) level through the use of criterion referenced skill assessment instruments or direct behavioral observation. Skill functioning levels would be determined, including self care and job skills, and further individual and program needs. (IM)

### ABSTRACT 2463

EC 08 2463 ED N. A.
Publ. Date Jun 76 8p.
Fisher, Elaine Bjorlingsson.
**New Ideas from Old Countries: Implementing the Concept of Normalization in Scandinavia.**
*AVISCO*; V7 N2 P1-8 Jun 76

Descriptors: Exceptional Child Education; Handicapped Children;* Normalization (Handicapped);* Community Programs;* Foreign Countries;* Social Services; Health Services;

Identifiers: Sweden; Denmark; Norway;

The Scandinavian countries of Sweden, Denmark, and Norway have become leaders in the application of the principle of normalization through their community based programs for all levels and ages of disability. Programs for the handicapped in these countries provide for such facets of the normalization principle as normal daily rhythm, normal routine of life, life in a bisexual world, normal economic standards, and successful integration in society. The lower percentage of handicapped school aged children in the Scandinavian countries, as compared to the US, may be due to the nonexistence of problems stemming from social, economic, and cultural deprivation and to the progressive systems of maternal care. (SB)

### ABSTRACT 2457

EC 08 2457 ED N. A.
Publ. Date Apr 76 14p.
Haring, Norris G.
And Others.
**General Principles and Guidelines in "Programming" for Severely Handicapped Children and Young Adults.**
*Focus on Exceptional Children*; V8 N2 P1-14 Apr 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Infancy, Childhood; Educational Methods;* Intervention;* Program Descriptions; Identification;* Community Programs; Normalization (Handicapped); Maturation; Biological Influences;

Discussed is the application of modern educational technology to intervention with severely handicapped infants and older children. Principles of programing instruction are applied to the classroom situation. The importance of early intervention is considered in terms of the neurology of infant development and the value of early identification of problems of both prenatal and perinatal onset. Two case studies are given to illustrate nontraditional services provided by educators in the classroom for older severely handicapped students. Components of infant programs are seen to include early diagnosis and intervention, the use of respondent behaviors, correlation of intervention procedures with maturational factors, and parent involvement. A program in American Samoa is described as an example of replication of the basic intervention model and utilization of available local resources. Effective community based programs for the severely handicapped are seen to optimize independent functioning and decrease institutionalization. (DB)

**ABSTRACT 2350**

EC 08 2350 ED N. A.
Publ. Date 75 20p.
Boyer, Clifford, Comp.
**Overcoming Architectural Barriers for the Physically Handicapped.**
National Easter Seal Society for Crippled Children And Adults, 2023 West Ogden Ave., Chicago, IL 60612

Descriptors: Exceptional Child Education; Physically Handicapped;* Guidelines; School Buildings;* Architectural Barriers;* Building Design;*

Intended for school plant planners, the booklet provides guidelines for eliminating architectural barriers for the physically handicapped from proposed school buildings. Brief building specifications along with illustrations are provided for the following areas: transportation, ramps, elevators, stairs, classrooms, and restrooms. (SB)

**ABSTRACT 2348**

EC 08 2348 ED N. A.
Publ. Date May 75 15p.
**A Brief Checklist of Recent Publications Relating to Architectural Planning for the Physically Handicapped.**
National Easter Seal Society for Crippled Children And Adults, 2023 W. Ogden Ave., Chicago, IL 60612 (Free. Additional Copies $2.00)

Descriptors: Exceptional Child Education; Physically Handicapped;* Bibliographies;* Architecture;* Building Design;* Architectural Barriers;

Provided is a list of approximately 90 publications relating to architectural planning for the physically handicapped. Entries are listed alphabetically by author or sponsoring agency under the following categories: general, rehabilitation facilities, housing, schools, recreational facilities, and transportation. Information is usually given on the title, publication date, number of pages, type of document, name and address of distributing agency, price, and brief description. (SB)

**ABSTRACT 2341**

EC 08 2341 ED N. A.
Publ. Date 75 12p.
**People Are Asking About...Displaying the Symbol of Access.**
President's Committee on Employment of the Handicapped, Room 7144, US Department of Labor, 14th and Constitution Ave, NW, Washington, DC 20010

Descriptors: Exceptional Child Services; Physically Handicapped;* Architectural Barriers;* Building Design;* Wheelchairs;* Guidelines;

Presented are design criteria for use of the international symbol of access (a stick figure in a wheelchair) denoting a building or facility accessible to the handicapped. The pamphlet is intended to encourage uniformity in the use of the symbol and to improve awareness of its meaning among the general public. Guidelines are offered (with photographs) of building entrances, interior design (such as low public telephones and water fountains), parking areas, and restrooms. A chart details the requirements for specific types of public buildings. Noted are various state laws regulating use of the symbol and the importance of displaying the symbol only when appropriate. (DB)

**ABSTRACT 2332**

EC 08 2332 ED N. A.
Publ. Date Apr 76 4p.
Hamalian, Catherine S.
Ludwig, Alice Jeanne.
**Practicum in Normalization and Advocacy: A Neglected Component in Teacher Training.**
*Education and Training of the Mentally Retarded*; V11 N2 P172-175 Apr 1976

Descriptors: Handicapped;* Teacher Education;* Normalization (Handicapped);* Practicums;* Exceptional Child Education; Adults; Child Advocacy;

The undergraduate introductory course in special education at Jersey City State College includes a normalization and advocacy tutorial component in which the student locates a handicapped adult living in the community and engages in social interaction with him for a minimum of 25 hours. Required logs typically show a growing aggression and resentment of the community's indifference as well as increasing recognition of the need to emphasize age appropriate behaviors and activities in the classroom. (DB)

**ABSTRACT 2328**

EC 08 2328 ED N. A.
Publ. Date Apr 76 4p.
Thornley, Margo L.
**A National Trend: The Impact of Educating and Training Formerly Institutionalized Children and Adults in the Community.**
*Education and Training of the Mentally Retarded*; V11 N2 P152-155 Apr 1976

Descriptors: Handicapped Children;* Community Programs;* Exceptional Child Education; Educational Programs; Agencies; Vocational Training; Group Living;

Identifiers: Deinstitutionalization;*

The author cites services available in the state of Washington to meet the needs of educating formerly institutionalized children and adults in the community. Discussed are programs offered in institutions, group homes, community agencies, public schools, community colleges, and vocational training institutes. (CL)

**ABSTRACT 2317**

EC 08 2317 ED N. A.
Publ. Date Jun 76 3p.
Payne, James E.
**The Deinstitutional Backlash.**
*Mental Retardation*; V14 N3 P43-45 Jun 1976

Descriptors: Mentally Handicapped;* Parent Attitudes;* Group Living;* Exceptional Child Research; Institutionalized (Persons); Questionnaires;

Identifiers: Deinstitutionalization;*

One hundred and fifty parents of persons residing in 11 Texas institutions for the retarded completed questionnaires in which they were asked to provide demographic data and to express their agreement or disagreement with 19 statements concerning deinstitutionalization. Results indicated that the parents were in favor of maintaining the institution and were skeptical of the advantages of small group homes. (Author/CL)

**ABSTRACT 2314**

EC 08 2314 ED N. A.
Publ. Date Jun 76 5p.
Bell, Nancy J.
**IQ As a Factor in Community Lifestyle of Previously Institutionalized Retardates.**
*Mental Retardation*; V14 N3 P29-33 Jun 1976

Descriptors: Mentally Handicapped;* Followup Studies;* Adjustment (To Environment);* Intelligence Quotient;* Exceptional Child Research; Community; Questionnaires;

Identifiers: Deinstitutionalization;*

Questionnaires on residential situation, employment, community activity, and perceived problems were completed by parents of 63 low ability (IQ below 55) and by 106 high ability (IQ above 55) individuals discharged from 10 Texas state schools for the retarded during the years 1968-1972. Among findings were that a greater percentage of low ability Ss than high ability Ss both lived at home and were unemployed; that the higher ability Ss engaged in more community activities and dated more; and that common problems included learning to handle money and finding suitable employment. (CL)

**ABSTRACT 2284**

EC 08 2284 ED N. A.
Publ. Date Spr 76 3p.
Corcoran, Eileen L.
French, Ronald W.
**Mainstreaming the Retarded Adult: An Organizational Model.**
*Special Children*; V2 N3 P45-47 Spr 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Adults;

Post Secondary Education;* Leisure Time;* Normalization (Handicapped);*

The State University of New York at Brockport offers a noncredit course for mentally retarded adults in the wise use of leisure time. The retarded adults are gradually mainstreamed into other post secondary educational and recreational opportunities. (DB)

### ABSTRACT 2212

EC 08 2212 ED N. A.
Publ. Date Ma/Ju 76 5p.
Hessler, John.
**College Education for the Severely Disabled.**
*American Rehabilitation*; V1 N5 P29-33 May/Jun 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Physically Handicapped; Post Secondary Education;* Architectural Barriers;* Discriminatory Attitudes (Social);* Adjustment (To Environment);*

Described are attitudinal and architectural barriers to college attendance by severely disabled students, and suggested are actions (such as providing attendant programs, mobility assistance, financial aid, and accessible housing) to serve disabled students on campus. (CL)

### ABSTRACT 2209

EC 08 2209 ED N. A.
Publ. Date Ma/Ju 76 6p.
Luski, Frank J.
**Legal Advocacy, Positive Factor in Rights for Disabled People.**
*American Rehabilitation*; V1 N5 P12-17 May/Jun 76

Descriptors: Exceptional Child Services; Handicapped Children;* Court Cases;* Legislation; Civil Liberties;* Architectural Barriers;* Transportation; Community Programs;*

Analyzed are recent court cases involving rights of the handicapped in transportation and community services, and considered are future directions for legal advocacy. The denial of access to transportation and public buildings is cited despite legislative measures designed to safeguard such rights. The principles of least restrictive alternative and right to treatment are applied to community services. Emphasized is the need for increased enforcement of existing statutes and constitutional provisions. (CL)

### ABSTRACT 2207

EC 08 2207 ED N. A.
Publ. Date Ma/Ju 76 4p.
Garrett, James F.
**Handicapped Americans--Overview.**
*American Rehabilitation*; V1 N5 P4-6, 17 May/Jun 76

Descriptors: Exceptional Child Research; Severely Handicapped;* Incidence;* Statistical Data; Demography; Vocational Rehabilitation;* Architectural Barriers; Adjustment (To Environment);

Statistics from the 1974-1975 Comprehensive Needs Study of Individuals with the Most Severe Handicaps are analyzed in terms of age, sex, and race; vocational adjustment, and accessibility needs; and the role of vocational rehabilitation. (CL)

### ABSTRACT 2159

EC 08 2159 ED N. A.
Publ. Date May 76 6p.
Needham, Walter E.
De L'Aune, William R.
**Patient Satisfaction with Residential Adjustment to Blindness Training.**
*New Outlook for the Blind*; V70 N5 P182-187 May 1976

Descriptors: Blind;* Residential Programs;* Rehabilitation Programs;* Adjustment (To Environment);* Exceptional Child Research; Visually Handicapped; Adults; Normalization (Handicapped); Program Evaluation; Attitudes;

One hundred thirty-eight patients who had received adjustment to blindness training at a Veterans Administration residential center were questioned as to the program's effectiveness after they had returned to their community for a period of 6 months or longer. Patient satisfaction was high, with approximately half of the veterans rating the program as optimal in most areas. Expressions of dissatisfaction were directed to wanting more rather than less training, attesting to the relevancy of the traditional model of residential blind skill training. Need for additional braille and communications skills was expressed, as well as a desire for more recreational activities. Use of blindfold training was strongly endorsed. Essentially two-thirds of the blinded veterans who received training described their lives as either extremely satisfying or somewhat satisfying at that time. Patient satisfaction ratings were seen to be a useful method of evaluating rehabilitation services. (Author)

### ABSTRACT 2158

EC 08 2158 ED N. A.
Publ. Date May 76 5p.
Barraga, Natalie C.
**Utilization of Low Vision in Adults Who Are Severely Visually Handicapped.**
*New Outlook for the Blind*; V70 N5 P177-181 May 1976

Descriptors: Partially Sighted;* Rehabilitation;* Sensory Aids;* Exceptional Child Education; Visually Handicapped; Adults; Normalization (Handicapped);

Identifiers: Low Vision Aids;* Personal Independence;

Emphasis upon more efficient and effective use of residual vision is vital to the rehabilitation process of visually impaired adults. Labels of blindness limit motivation to use remaining vision. Personal functional needs and degree of capacity are uniquely individual characteristics which must be taken into account in learning to use residual vision to best advantage. A continuing evaluation and application of new optical, technical, and medical-surgical techniques should be an integral part of services to adults with diminished vision. (Author)

### ABSTRACT 2061

EC 08 2061 ED N. A.
Publ. Date 76 734p.
Jordan, Thomas E.
**The Mentally Retarded. Fourth Edition.**
Charles E. Merrill Publishing Company, Columbus, OH 43216 ($14.95)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Textbooks;* Definitions; Etiology; Individual Characteristics; Adjustment (To Environment); Language; Child Development; Normalization (Handicapped); Research Methodology;

Identifiers: Personal Independence;

The text presents an overview of mental retardation. Delineated in Chapters 1 through 3 are 13 definitions (including phylogenetic, phenomenal, and sociological interpretations), types and styles of research, and a chronology of research developments. Chapters 4 through 11 deal with the family (including counseling guidelines), developmental theories, characteristics of retarded persons (such as low social competence and maladaptive behavior), residential living, language (including acquisition explanations and linguistic research from a longitudinal study of infants in St. Louis), psychodiagnostics (with a review of intelligence, social development, and educational tests), etiology, and abnormal developmental patterns and syndromes. The next four chapters analyze benefits of therapeutic services, education, and independent living. A final chapter examines controversial aspects of such current trends as advocacy, normalization, sexuality, extra- institutional living, behavior modification, and labeling. (CL)

### ABSTRACT 1974

EC 08 1974 ED N. A.
Publ. Date Apr 76 2p.
Holbook, Richard C.
Mulhern, Thomas J.
**Alternative to Walls.**
*Mental Retardation*; V14 N2 P28-29 Apr 1976

Descriptors: Mentally Handicapped;* Institutional Environment;* Normalization (Handicapped);* Design Needs;* Exceptional Child Services; Environmental Influences; Electromechanical Aids;

An unobtrusive electronic surveillance system provides a reasonably priced, safe, and normalized environment for institutionalized mentally retarded residents. (CL)

### ABSTRACT 1962

EC 08 1962 ED N. A.
Publ. Date Spr 76 5p.
Knappett, Keith.
Wagner, Nathaniel N.
**Sex Education and the Blind.**
*Education of the Visually Handicapped*; V8 N1 P1-5 Spr 1976

Descriptors: Blind;* Sex Education;* Discriminatory Attitudes (Social);* Normalization (Handicapped);* Exceptional Child Education; Visually Handicapped; Elementary Secondary Education; Parent Role; School Role; Tactile Adaptation;

Because the casual visual avenues of information are closed, the blind child must learn about sex through tactile means which are generally not available. The negative attitudes toward sex educa-

tion and the blind are reflected in parents' reluctance to provide their children with information and the inadequacy of sex education programs in schools for the blind. For effective sex education to be developed, such areas as genetic counseling, learning of socially appropriate behaviors, and the value of tactile learning in the sex education of the blind must be considered. (SB)

### ABSTRACT 1961

EC 08 1961 ED N. A.
Publ. Date May 76 8p.
Fleischman, John.
**Teaching the Unteachables.**
*Human Behavior*; V5 N5 P40-47 May 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped;* Adults; Group Living;* Normalization (Handicapped);* Behavior Change;* Operant Conditioning; Sheltered Workshops;* Residential Programs;

Identifiers: Deinstitutionalization;* Token Economy;

A community group home has been established in Eugene, Oregon which houses 10 severely and profoundly retarded adults who were previously institutionalized. Residents earn spending money in a workshop which operates using task analysis and the token economy system. Residents also take part in such household duties as cooking, laundry, housecleaning, dishwashing, and yard work. Systematic coding of specific behaviors helps in evaluating the effectiveness of the home's individualized programs using the behaviorist approach in such areas as toilet training and shoe tying. The underlying philosophy of normalization is carried out through activities which include working out at the gym and hiking. One resident's actions after becoming lost for several days following a group hike show an ability to survive through the use of skills not directly taught. (SB)

### ABSTRACT 1869

EC 08 1869 ED N. A.
Publ. Date Mar 76 5p.
Vogel, David S.
Muxen, Marla J.
**A Sex Education Program for Congenitally Blind Adults in a Rehabilitation Center Setting.**
*New Outlook for the Blind*; V70 N3 P104-108 Mar 1976

Descriptors: Blind;* Sex Education;* Curriculum;* Normalization (Handicapped);* Exceptional Child Education; Visually Handicapped; Adults; Instructional Materials; Program Evaluation;

A curriculum was designed to meet the need for a sex education program for congenitally blind adults. Goals of the program included that students should possess positive attitudes and concepts towards sexual functioning, should know the guidelines for social behaviors, and, from the sensory stimuli and tactile exploration of educational media, should have learned the concepts usually formed by visual impressions. Staff was prepared for the program in a desensitization workshop, instructional materials were chosen, and the curriculum was designed to include units covering such areas as the male and female anatomy, sexual intercourse, childbirth, masturbation and homosexuality, contraception, premarital sex, and drug and alcohol use. The course's greatest weakness involved the model of the human body. (Author/SB)

### ABSTRACT 1819

EC 08 1819 ED N. A.
Publ. Date Feb 76 9p.
Taylor, James R.
**A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes.**
*Education and Training of the Mentally Retarded*; V11 N1 P56-64 Feb 1976

Descriptors: Mentally Handicapped;* Group Living;* Adjustment (To Environment);* Prediction;* Rating Scales;* Exceptional Child Research; Success Factors; Failure Factors; Behavior;

Identifiers: Deinstitutionalization;

Compared were the adaptive behavior patterns of 47 retarded individuals successfully and 25 retarded individual unsuccessfully placed in group-living homes. The American Association on Mental Deficiency (AAMD) Adaptive Behavior Scale was administered to each S and intelligence test levels were taken from individual records. House parents and other placement personnel determined the success or failure of the group living experience. Multiple discriminant function analysis indicated that problem behaviors leading to the return of the individual to the institution included the domains of untrustworthy and hyperactive behavior. A hit-miss classification table indicated proper assignment to the successful or the unsuccessful group in 88.8% of the cases. Results had implications for selection and grouping of individuals to assure success in group living situations. (CL)

### ABSTRACT 1669

EC 08 1669 ED N. A.
Publ. Date 76 9p.
Ross, E. Clarke
**Trends in Federal Programming for the Severely Disabled: Impact on Local and State Service Agencies.**
National Easter Seal Society for Crippled Children And Adults, 2023 W. Ogden Ave., Chicago, IL 60612
Occasional Paper No. 17.

Descriptors: Exceptional Child Education, Severely Handicapped;* Federal Legislation; Federal Programs;* Educational Trends; Trend Analysis;* Educational Accountability;* Standards; Delivery Systems;* Administration;* Financial Policy; State Programs; State Agencies;* Due Process;

Identifiers: Deinstitutionalization;

Outlined in the paper are trends in federal programing for the severely disabled that have impact on local and state service agencies. Analyzed are federal requirements in three areas (with subtopics in parentheses): accountability (standards for certification of need, maintenance of effort, and accreditation); program services delivery (individualized plans, due process, affirmative action/nondiscrimination, service provider-advocate relationship, and deinstitutionalization); and financing/ administration (decentralized decision making, categorization of targeted populations, cost determinations and national health policy/ national health insurance). (CL)

### ABSTRACT 1642

EC 08 1642 ED N. A.
Publ. Date Mar 76 3p.
Schneider, Edith Povar.
**Human Sexuality and the Handicapped.**
*Personnel and Guidance Journal*; V54 N7 P378-380 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children;* Handicapped;* Sexuality;* Sex Education;* Counseling;* Attitudes;* Normalization (Handicapped); Case Studies;

Effective counseling can help the handicapped individual overcome physical and developmental problems and fulfill suppressed sexual desires. Several cases illustrate the need for reeducation of the nonhandicapped and the development of counseling programs for the handicapped to enable these individuals to achieve their fullest potential as human beings. (SB)

### ABSTRACT 1593

EC 08 1593 ED N. A.
Publ. Date Mar 76 8p.
Townsend, Peter W.
Flanagan, John J.
**Experimental Preadmission Program to Encourage Home Care for Severely and Profoundly Retarded Children.**
*American Journal of Mental Deficiency*; V80 N5 P562-569 Mar 1976

Descriptors: Custodial Mentally Handicapped;* Placement;* Parent Counseling;* Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped; Preschool Education; Intervention; Mothers; Program Effectiveness;

Identifiers: Deinstitutionalization;

Sixty-one severely and profoundly retarded children under 6 years old were randomly assigned to experimental and control groups in an investigation of treatment programs to reduce institutionalization. Ss in the control group received the traditional program of institutional preadmission social work counseling, while experimental group Ss and their parents received additional home instruction, counseling, and information on available community resources. Results showed that counseling with the mother alone tended to result in increased marital conflict as well as a decision to keep the child at home, particularly in cases where parents were uncertain about their plans and hopes. Instructing the mother in child training procedures tended to reduce the number of instances of objectionable child behavior and to induce a decision to keep the child at home, particularly for those parents uncertain about their child's future. (Author/CL)

## ABSTRACT 1583

EC 08 1583 ED N. A.
Publ. Date Mar 76 13p.
Edgerton, Robert B.
Bercovici, Sylvia M.
**The Cloak of Competence: Years Later.**
*American Journal of Mental Deficiency*; V80 N5 P485-497 Mar 1976

Descriptors: Mentally Handicapped;* Followup Studies;* Adjustment (To Environment);* Social Adjustment;* Prediction;* Exceptional Child Research; Adults; Vocational Adjustment; Predictor Variables;

Identifiers: Deinstitutionalization;

Described is a study in which 30 mentally retarded adults from the original sample of 48 in R. Edgerton's 1961 study evaluating the community adjustment of postinstitutionalized persons were revisited. The life circumstances of many Ss are said to have improved, although predictions of the direction and nature of adjustment are seen to have been inaccurate. Discussed are issues and factors which complicate prediction, such as environmental variables and the effects of time on individual adaptation. The importance of recognizing the individual's own definition of success is stressed. (author/CL)

## ABSTRACT 1560

EC 08 1560 ED 119430
Publ. Date 75 122p.
Folsom, Geneva S.
And Others
**Life Skills for the Developmentally Disabled: An Approach to Accountability in Deinstitutionalization. Volume III: Manual for Training Clients.**
George Washington University, Washington, D. C. School of Medicine.
Social and Rehabilitation Service (DHEW), Washington, D. C. Division of Developmental Disabilities.
EDRS mf;hc

Descriptors: Teaching Methods;* Daily Living Skills;* Teaching Guides;* Exceptional Child Education; Handicapped Children; Residential Programs; Educational Programs; Self Care Skills; Money Management; Consumer Education; Home Economics; Travel Training;

Identifiers: Developmental Disabilities;* Deinstitutionalization;* Personal Independence;

The third and final volume of the Life Skills for the Developmentally Disabled Project is a manual for assessing and training institutionalized clients for deinstitutionalization and community living. Charts for goal setting and objective plans with information on materials, setting, instructional plans, procedures, evaluation and followup methods are provided for the following areas of life skills: community skills (including eating in public and using public transportation); academic skills (such as handling money and budgeting); money and shopping skills (including doing errands and purchasing items); semi-independent living skills (such as preparing food and performing general domestic tasks); work habits (including job performance); and socialization skills (such as assuming responsibility and planning for leisure time). (For other documents in this series, see EC 08 1558 and EC 08 1559.) (CL)

## ABSTRACT 1559

EC 08 1559 ED 119429
Publ. Date 75 104p.
Folsom, Geneva S.
**Life Skills for the Developmentally Disabled: An Approach to Accountability in Deinstitutionalization. Volume II: Manual for Trainers.**
George Washington University, Washington, D. C. School of Medicine.
Social and Rehabilitation Service (DHEW), Washington, D. C. Division of Developmental Disabilities.
EDRS mf;hc

Descriptors: Staff Improvement;* Teaching Guides;* Institutes (Training Programs);* Exceptional Child Education; Handicapped Children; Program Descriptions; Daily Living Skills; Recordkeeping; Residential Programs; Educational Accountability;

Identifiers: Developmental Disabilities;* Deinstitutionalization;*

A trainer's manual is presented in the second of three volumes on the Life Skills for the Developmentally Disabled Project, which focuses on deinstitutionalization through improved staff utilization. It is explained that the manual provides strategies designed to involve the total staff and clients in a system of accountability for communicating, setting goals together, and monitoring record-keeping procedures. Lesson content in the form of discussion questions, suggested responses, group process procedures, and experiential exercises is provided for the following issues: basic concepts and responsibilities of accountability, use of the Adaptive Behavior Scale, attitudes toward deinstitutionalization, the superintendent's role, the team approach, attitude therapy (a systems approach to consistent communication with clients), and use of the Problem-Oriented-Record. Seven appendixes include related papers by R. J. Queene, "The Superintendent and Accountability," and R. L. Burke, "Dimensions of Managerial Behavior." (For other documents in this series, see EC 08 1558 and EC 08 1560.) (CL)

## ABSTRACT 1558

EC 08 1558 ED 119428
Publ. Date Jul 75 97p.
Hawkins, Donald E.
Folsom, Geneva S.
**Life Skills for the Developmentally Disabled: An Approach to Accountability in Deinstitutionalization. Volume I: Project Summary and Evaluation Report.**
George Washington University, Washington, D. C. School of Medicine.
Social and Rehabilitation Service (DHEW), Washington, D. C. Division of Developmental Disabilities.
EDRS mf;hc

Descriptors: Staff Improvement;* Daily Living Skills;* Educational Accountability;* Exceptional Child Research; Handicapped Children; Program Descriptions; Program Evaluation; Staff Role; Recordkeeping; Workshops; Institutes (Training Programs); Residential Programs;

Identifiers: Developmental Disabilities;* Deinstitutionalization;*

Presented in the first of three volumes is a summary and evaluation of the Life Skills for the Developmentally Disabled Project which was designed to prevent inappropriate institutional placement and to assist in deinstitutionalization of individuals in Forest Haven, the District of Columbia's center for the developmentally disabled. It is explained that the project emphasized improved utilization of staff in teaching those life skills needed for survival in the community. Described are progress and accomplishments regarding the following five objectiyes: (1) development of a problem oriented record-keeping system to establish accountability for meeting client needs as assessed through the Adaptive Behavior Scale; (2) development and testing of life skill objectives and learning activities; (3) development and testing of a training workshop model to teach staff to use a life skills approacn; (4) development of a training manual and plan designed to facilitate the replication of the life experience approach; and (5) development of task forces to encourage cooperative efforts between the Life Skills Project and a corollary Virginia project. Among project findings are that the Problem-Oriented-Record system was instituted for 125 clients, and that the life skills approach provided systematic and formalized curriculum for the participating clients. Approximately one half of the document comprises 14 appendixes, including six DC governmental plans related to developmental disabilities. (For other documents in this series, see EC08 1559 and EC 08 1560.) (CL)

## ABSTRACT 1502

EC 08 1502 ED N. A.
Publ. Date 75 28p.
Dickman, Irving R.
**Sex Education for Disabled Persons.**
Public Affairs Committee, Inc., 381 Park Ave. South, New York, NY 10016 ($.35)

Descriptors: Exceptional Child Education; Physically Handicapped*; Mentally Handicapped*; Sex Education*; Social Attitudes; Educational Needs; Parent Attitudes; Teacher Attitudes; Normalization (Handicapped)*.

Presented is a booklet on various aspects of sex education for mentally and physically handicapped children. Topics covered include social attitudes regarding the sexuality of mentally and physically handicapped individuals, the need for sex education, attitudes of parents and teachers acting as sex educators, and special concerns (such as marriage, genetic counseling, raising children, and voluntary sterilization) for people with disabilities. (SB)

**ABSTRACT 1494**

EC 08 1494 ED N. A.
Publ. Date 76 546p.
Koch, Richard, Ed.
Dobson, James C., Ed.
**The Mentally Retarded Child and His Family: A Multidisciplinary Handbook.**
Burnner/Mazel Inc., 64 University Pl., New York, NY 10003 ($15.00)

Descriptors: Exceptional Child Education; Exceptional Child Services; Mentally Handicapped*; Elementary Secondary Education; Intelligence Differences; Genetics; Prenatal Influences; Biological Influences*; Perinatal Influences; Metabolism; Neurology; Interdisciplinary Approach*; Psychological Evaluation; Social Work; Nursing; Language Development; Nutrition; Counseling; Physical Therapy; Preschool Education; Learning Processes; Educational Needs*; Educational Diagnosis; Remedial Instruction; Motivation; Psychiatry; Changing Attitudes; Family Role; Community Role*; Normalization (Handicapped); Sociology*; Etiology;

Contained in the text are 30 readings on the problem of mental retardation (MR), biological factors in causation of MR, the multidisciplinary approach to MR, education and training of the MR, psychosocial aspects of MR, and community services for the MR. Papers have the following titles and authors: "The Origins of Intelligence" (J. Dobson), "The Meaning of Mental Retardation" (J. Mercer), "Genetic Factors in Causation" (J. Melnyk and R. Koch), "Prenatal Factors in Causation- General" (R. Koch), "Prenatal Factors in Causation - Viral" (H. Wright), "Intrapartum and Neonatal Factors in Causation" (Koch and Dobson), "Postnatal Factors in Causation" (Koch), "Two Metabolic Factors in Causation" (Koch et al), "Chromosomal Anomalies in Causation--Down's Syndrome" (R. Peterson), "The Multidisciplinary Team--A Comprehensive Program for Diagnosis and Treatment of the Retarded" (Koch and Dobson), "Psychological Assessment Services" (K. Fisher), "Social Work Services" (S. Schild), "Nursing Services" (C. Cook), "Speech and Language Services" (F. Richardson), "Educational Services" (J. Share), "Nutritional Services" (P. Acosta and E. Wenz), "Counseling Services" (Schild), "Physical Therapy Services" (J. Forinash), "The Contribution of Education" (G. Hensleey), "The Contribution of the Nursery School" (E. LaCrosse), "Utilization of Learning Principles in Retardation" (C. Meyers and D. MacMillan), "Diagnosis and Remediation of Educational Deficiencies" (R. Henderson), "Motivational Aspects of MR" (E. Zigler and D. Balla), "Psychiatric Aspects of Retardation in Young Children" (F. Menolascino), "Societal Attitudes Toward the Mentally Retarded" (B. Graliker), "The Family of the Retarded Child" (Schild), "A Teaching and Community Organization Demonstration" (A. Baerwald and H. Rock), "Community Planning for the MR" (I. Mooring), and "Concepts and Theory of Normalization" (W. Bronston). (DB)

**ABSTRACT 1313**

EC 08 1313 ED N. A.
Publ. Date Feb 76 4p.
Scheerenberger, R. C.
**A Study of Public Residential Facilities.**
*Mental Retardation*; V14 N1 P32-35 Feb 1976

Descriptors: Mentally Handicapped*; National Surveys*; Demography*; Administration*; Exceptional Child Research; Institutions; Placement;

Identifiers: Deinstitutionalization*;

Analyzed are questionnaire responses (fall 1974) of 192 public residential facilities (PRF's) for the mentally retarded regarding the effectiveness of deinstitutionalization. Results are cited for basic demographic data (including chronological age, retardation level, and multiple handicap distributions); population movement (including new admission and readmission rate); and administration arrangements (including budget statistics and staffing patterns). Among findings reported are a 10% decline in retarded persons living in PRF's compared to 1969, but a 23% increase over the 1965 figures; and a relatively low projected community placement of 10% for the forthcoming year. (CL)

**ABSTRACT 1311**

EC 08 1311 ED N. A.
Publ. Date Feb 76 4p.
Sigelman, Carol K.
**A Machiavelli for Planners: Community Attitudes and Selection of a Group Home Site.**
*Mental Retardation*; V14 N1 P26-29 Feb 1976

Descriptors: Mentally Handicapped*; Community Attitudes*; Group Living*; Legislation*; Exceptional Child Research; Civil Liberties;

Attitudes of 665 adults in a southwestern city toward laws affecting the mentally retarded were measured to guide the selection of group home sites. Respondents were supportive of rights to equal employment opportunity and marriage, but were somewhat unfavorable toward group homes and strongly opposed to the right to bear children. Four background variables(age, ethnicity, home ownership, and self styled ideology)were consistently related to attitudes. (Author)

**ABSTRACT 1249**

EC 08 1249 ED N. A.
Publ. Date 71 135p.
Endres, Jo Ellen.
And Others.
**Road to New Horizons, Adjustment Training. Guide to Activities of Daily Living Program.**
University of Wisconsin , Stout. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Gracewood State School and Hospital, Georgia.
Social and Rehabilitation Service (DHEW), Washington, D. C.

Descriptors: Educable Mentally Handicapped*; Normalization (Handicapped)*; Daily Living Skills*; Social Adjustment*; Vocational Adjustment*; Exceptional Child Education; Mentally Handicapped; Secondary Education; Individual Activities; Instructional Materials; Program Evaluation;

Presented is a program to provide experiences for the junior and senior high school level educable mentally retarded in the areas of personal, social, and work adjustment training to develop attitudes and personality traits facilitating future adjustment to life and work in the community. The program is described as prescriptive in nature in that each client receives personal consideration in keeping with his intellectual, physical, and social abilities. The three major areas (personal, social, and work and community adjustment) are subdivided into individual teaching units and outlined in terms of suggested activities, instructional materials, and devices for evaluating effectiveness. Personal adjustment training is noted to take place in such areas as personal hygiene, grooming, dress, manners, and appropriate behavioral patterns. Social adjustment training is reported to be concerned with social relations, use of leisure time, table manners, relations with peer groups and authority figures, recreation, and dating. Included in the area of work adjustment training and preparation for community living is instruction in vocational adjustment, money management and consumer education, home and family adjustment, and community orientation. Also included are a list of traits characteristic of the mildly retarded and a client evaluation guide which may be used upon program completion. (Author/SB)

**ABSTRACT 1194**

EC 08 1194 ED N. A.
Publ. Date Jan 76 3p.
McGaughey, Rita.
**From Problem to Solution: The New Focus in Fighting Environmental Barriers for the Handicapped.**
*Rehabilitation Literature*; V37 N1 P10-12 Jan 1976

Descriptors: Physically Handicapped*; Architectural Barriers*; Design Needs*; Building Design*; Standards*; Exceptional Child Services; Environmental Influences; Federal Programs;

Described are federally funded projects designed to provide building standards and codes for the physically handicapped. In its "state of the art" report, the American National Standards Institute is said to address the problems of building products and their suitability for use by people with disabilities. Reviewed are objectives of such other projects as The Building Research Advisory Board's development of criteria for design, construction, and alteration of federally owned and leased facilities. (CL)

**ABSTRACT 1193**

EC 08 1193 ED N. A.
Publ. Date Jan 76 8p.
Greenstein, Deborah.
And Others.
**"No One at Home": A Brief Review of**

**Housing for Handicapped Persons in Some European Countries.**
*Rehabilitation Literature*; V37 N1 P2-9 Jan 1976

Descriptors: Physically Handicapped*; Foreign Countries*; Housing*; Architectural Barriers*; Exceptional Child Services; Housing Needs; Housing Opportunities; Design Needs; Community Resources;

Identifiers: Sweden; Netherlands; France;

The authors report on their study tour of housing provisions for the physically handicapped in Sweden, Holland, and France. Detailed are the integrated, accessible accommodations and services offered as part of Sweden's national commitment to the physically handicapped. Housing units and building accessibility factors in the Netherlands are described. It is noted that the Dutch do not appear to have equaled Sweden's degree of coordination in service delivery, and that such efforts for the physically handicapped in France are still in the initial stages. (CL)

## ABSTRACT 1160

EC 08 1160 ED N. A.
Publ. Date Jan 76 5p.
Stickney, Patricia.
Capanilo, Anthony.
**From CRISP: Strategies for Community Residences.**
*Child Welfare*; V55 N1 P54-58 Jan 76

Descriptors: Exceptional Child Services; Handicapped Children*; Group Living*; Community Attitudes*; Program Planning*; Information Centers*; Community Role;

Identifiers: Deinstitutionalization;

The Community Residences Information Services Program (CRISP) provides assistance and information on the planning and implementation of community-based residential facilities for children who might otherwise be institutionalized. A thorough assessment of the community, in such areas as socioeconomic levels and possible sources of support, is necessary before selecting any strategy to gain community acceptance. To facilitate the acceptance of a community residence in a neighborhood, there are many practices that can be used which include giving priority to serving local people and using community volunteers in program activities. (SB)

## ABSTRACT 1116

EC 08 1116 ED 117881
Publ. Date Feb 74 45p.
**Avenues to Change, Book III. Effective Advocacy.**
National Association for Retarded Citizens, Arlington, Texas.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Child Advocacy*; Civil Liberties*; Exceptional Child Services; Guidelines; Psychological Needs; Interpersonal Relationship;

Identifiers: Deinstitutionalization;

Designed for the citizen advocate, the third in a series of four booklets prepared by the National Association for Retarded Citizens provides basic information on mental retardation and the advocate's role. Reviewed is the history of social attitudes regarding the retarded, and described are the needs of institutionalized and noninstitutionalized retarded persons. Discussed are emotional, legal, and financial considerations of being an advocate, and suggested are guidelines for protecting the protege's rights. Phases in the typical advocate-protege relationship are analyzed. Appended is the declaration of general and special rights of the mentally retarded developed by the International League of Societies for the Mentally Handicapped. (For other documents in this series, see EC 08 1114, 08 1115, 08 1117.) (CL)

## ABSTRACT 1114

EC 08 1114 ED 117879
Publ. Date Feb 74 32p.
**Avenues to Change, Book I. Citizen Advocacy for Mentally Retarded Children: An Introduction.**
National Association for Retarded Citizens, Arlington, Texas.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Child Advocacy*; Models*; Organizations (Groups)*; Exceptional Child Services; Civil Liberties; Conceptual Schemes; Institutionalized (Persons); Community Resources; Personal Adjustment; Delivery Systems;

Identifiers: National Association for Retarded Citizens; Deinstitutionalization;

Provided in the first of four booklets developed by the National Association for Retarded Citizens on citizen advocacy for the mentally retarded is a general introduction to the concept. Advocacy is defined and traditional approaches including institutional practices are reviewed. The individual advocate- protege relationship is seen to be the central feature of the citizen advocacy model serving mentally retarded people in institutions, in transition from the institutions, and in the community. Potential advocate roles are said to include that of companion, guardian, and adviser. The support structure at the local and state levels is analyzed. The booklet concludes with a brief review of legislative and social factors responsible for current interest in advocacy. (For other documents in this series, see EC 08 1115-08 1117.) (CL)

## ABSTRACT 912

EC 08 0912 ED 116425
Publ. Date Nov 75 24p.
**Public Law 94-142, 94th Congress, S. 6, November 29, 1975; An Act to Amend the Education of the Handicapped Act to Provide Educational Assistance to All Handicapped Children, and for Other Purposes.**
Congress of the US, Washington, D. C. House.

Congress of the US, Washington, D. C. Senate.
EDRS mf;hc

Descriptors: Handicapped Children*; Federal Legislation*; Public Policy*; Due Process*; Federal Aid*; Exceptional Child Education; State Programs; Employment; Architectural Barriers; Instructional Materials Centers;

Identifiers: Education for All Handicapped Children Act of 1975*;

Presented is the text of the Education for All Handicapped Children Act of 1975 (Public Law 94-142) designed to amend the Education of the Handicapped Act. Among provisions of the act are a strict due process guarantee, incentives to local school districts and states to provide preschool services, and significant new funding formulae which provides for funding to flow not only to state education agencies as under previous legislation but also directly to local school districts on an entitlement basis. Issues covered in the act include extension of existing law; research findings and purpose of the act; definitions of terms such as "special education" and "individualized education program"; and assistance for the education of all handicapped children in terms of entitlements and allocations, eligibility, state plans, financial aid application procedures, procedural safeguards with respect to the provision of free appropriate public education, withholding and judicial review when an agency fails to comply with provisions, administration of educational programs, evaluation of authorized programs, incentive grants, and state educational agency payments. Also included is a section for amendments pertaining to employment of handicapped individuals, removal of architectural barriers, and media centers for the handicapped. (SB)

## ABSTRACT 911

EC 08 0911 ED N. A.
Publ. Date Fall75 14p.
Fields, Suzanne.
**Asylum on the Front Porch. I. Foster Families for the Mentally Ill; II. Community Life for the Mentally Ill; III. A Medieval Tradition.**
*Innovation*; V1 N4 P3-16 Fall 74

Descriptors: Exceptional Child Services; Mentally Handicapped*; Mentally Ill*; Adults; Normalization (Handicapped)*; Community Programs*; Program Descriptions*; Group Living;

Identifiers: Deinstitutionalization*;

Described are three programs to integrate mentally ill or mentally retarded adults into the community: a Missouri program which has moved 16 mental hospital patients into the community, a Philadelphia program which has provided 24 mentally retarded adults with their own apartments and support services,

and a Belgian town, (Geel) which has a long history as a foster colony for mental patients. Provided for the Missouri program are details of the process of preparing the town and the patients for integration, the selection process, and cost figures. Also detailed is the training program of Elwyn Institute residents prior to their moving into an apartment building shared with college students and instructors. Reviewed is the history of Geel, a town in which every seventh home has a foster patient or two, and noted is the decreasing willingness of families to accept foster patients. (DB)

**ABSTRACT 672**

EC 08 0872 ED N. A.
Publ. Date 75 336p.
Lowenfeld, Berthold.
**The Changing Status of the Blind: From Separation to Integration.**
Charles C Thomas, 301-327 East Lawrence Ave., Springfield, IL 62717 ($23.50)

Descriptors: Exceptional Child Education; Exceptional Child Services; Visually Handicapped; Blind*; Socioeconomic Status*; Historical Reviews*; Normalization (Handicapped)*; Trend Analysis*; Biographies; Educational Trends; Rehabilitation Programs; Technology; Public Policy; Organizations (Groups); Attitudes; Economics; Agencies; Financial Support;

The four phases in the history of the socioeconomic status of the blind are described, and current work with the blind in the US is reviewed in terms of the effects of education, rehabilitation, public policy, attitudes, the agency system, self organizations, economic forces, and public assistance on integration of the blind into society. Part I of the text provides an historical review of the treatment of the blind with chapters on the attitudes and practices of primitive groups regarding the physically impaired; the separation of the blind in Greek and Roman cultures by annihilation, veneration, and beggary; a survey of the treatment of the blind by the Hebrews, the early Christians, and during the Middle Ages; and biographies of 17th and 18th century blind self emancipators whose achievements are reported as influencing the establishment of educational facilities for the blind. The section on integration begins with a lengthy chapter on the forces of education, rehabilitation, technology, public policy, and self organizations favoring integration. Forces unfavorable to integration are explained as attitudes, economics, and the public agency system. The potential of past and present public assistance programs is viewed as unclear, since past programs are noted to have isolated the blind from participation in community life. The author concludes that the integration of the blind is a desirable goal in keeping with the American democratic creed. (SB)

**ABSTRACT 681**

EC 08 0681 ED N. A.
Publ. Date 75 79p.
**Arts and the Handicapped: An Issue of Access.**
Educational Facilities Laboratories, 850 Third Ave., New York, NY 10022 ($4.00)

Descriptors: Exceptional Child Education; Exceptional Child Services; Handicapped Children*; Resource Guides; Art*; Architectural Barriers*; Program Descriptions*; Facilities*; Arts Centers; Teachers; Career Education; Building Design; Legislation; Financial Support;

Highlighted are more than 130 people and places with new facility, planning, and program solutions for removing architectural and attitudinal barriers that make the arts inaccessible to handicapped citizens. The projects described are noted to cover a wide variety of handicaps and art forms including barrier-free cultural centers, tactile galleries, community arts centers, riverboat art centers, magnet schools for arts and the handicapped, itinerant arts instructors, career arts programs, sound floors, and interagency arts programs. For each project mentioned, a name and address from which to obtain specific information are provided. Also included are discussions of such areas of primary concern as architectural design, legal implications, funding sources, museum education, community centers, schools, colleges, centers for the handicapped, and a new type of special auxiliary facility designed for a selected constituency. Appended are partial lists of nature centers, trails, and fragrance gardens; the names and addresses of agencies intrested in removing architectural barriers to handicapped, a bibliography on barrier-free design; and an annotated list of publications available from Educational Facilities Laboratories. (SB)

**ABSTRACT 583**

EC 08 0583 ED 115 051
Publ. Date Sep 75 102p.
Friedman, Paul R.
Beck, Ronna Lee.
**Mental Retardation and the Law: A Report on Status of Current Court Cases.**
President's Committee on Mental Retardation, Washington, D. C.
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Court Cases*; Equal Education*; Civil Liberties*; Exceptional Child Services; Classification; Architectural Barriers; Employment; Sterilization;

Featured in the issue is an analysis of the Supreme Court's decision in O'Connor v. Donaldson, and provided are updated summaries of 104 cases previously reported in the publication. Reviewed are cases on the following topic areas: architectural barriers, classification, commitment, custody, education, employment, guardianship, protection from harm, sterilization, treatment, voting, and zoning. (CL)

**ABSTRACT 579**

EC 08 0579 ED 116360
Publ. Date 75 114p.
Fairchild, Effie.
Neal, Larry.
**Common Unity in the Community: A Forward Looking Program of Recreation and Leisure Services for the Handicapped.**
University of Oregon, Eugene. Center of Leisure Studies.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc

Descriptors: Handicapped Children*; Community Programs*; Leisure Time*; Recreation*; School Community Relationship*; Exceptional Child Services; Exceptional Child Education; Conference Reports; Normalization (Handicapped);

Identifiers: Project Common Unity;

Presented are 12 readings related to the Common Unity program for providing recreation and leisure services for the handicapped within the local community. Introductory papers present the philosophical basis of the project (Larry Neal), and summarize the conference proceedings and program (Ted Gordon). Four papers on community education have the following titles: "Community Education--Perspective and Potential" (Edward Olsen), "Community Education and the Handicapped" (Jack Minzey), "Community School" (Alan Baas), and "Community Education and Community Schools" (James Cox). Special education needs and trends are focused on in three papers: "Trends and Issues in Leisure Education for the Handicapped Through Community Education" (Steve Brannan), "Mainstreaming-- Fad or Fact? Implications for Community Educators and Recreation Specialists" (Mel Weishahn), and "Concept Normalization" (Jean Edwards). The final section includes three readings on recreation: "Special Community Education for the Handicapped--A Proposed Model to Meet the Total Life and Leisure Needs of the Handicapped Child and Adult" (John Nesbitt), "Leisure and Recreation Services in the Future" (Doug Sessoms), and "Therapeutic Recreation Information Center" (Fred Martin). Also included are the conference group reports, a list of participants, a conference summary and evaluation, and a listing of community education regional and cooperating centers. (DB)

**ABSTRACT 570**

EC 08 0570 ED N. A.
Publ. Date Jan 76 6p.
Kurtz, P. David.
Neisworth, John T.
**Self Control Possibilities for Exceptional Children.**
*Exceptional Children*; V42 N4 P212-217 Jan 1976

Descriptors: Handicapped Children*; Behavior Change*; Self Control*; Exceptional Child Education; Elementary Secondary Education; Operant Conditioning; Normalization (Handicapped);

Behavior modification research and training materials for handicapped children have focused on techniques in which the locus of control rests solely with an external change agent. Recently, there has been increased interest in having the person control his own behavior. With the

growing emphasis on normalization for handicapped children, self control techniques may be especially pertinent. There are three self control strategies that appear to have immediate implication for exceptional children: cue regulation, self reinforcement, and self observation. (Author)

### ABSTRACT 497

EC 08 0497 ED 115 046
Publ. Date Aug 75 199p.
Foster, June C.
Kapisovsky, Peggy.
**Accommodating Students Who Have Physical Disabilities: A Resource Guide for Massachusetts Community Colleges.**
Technical Education Research Center, Inc., Cambridge, Mass.
Massachusetts State Dept. of Education, Boston. Division of Occupational Education.
EDRS mf;hc
Technical Education Research Centers, Inc., 44 Brattle St., Cambridge, MA 02138 ($10.00)

Descriptors: Handicapped Children*; Educational Programs*; Community Colleges*; Personnel*; Resource Guides*; Exceptional Child Education; Visually Handicapped; Aurally Handicapped; Epilepsy; Physically Handicapped; Architectural Barriers; Admission Criteria; Counseling; Remedial Instruction; Job Placement;

Identifiers: Massachusetts*;

Intended for Massachusetts community college personnel, the document presents suggestions and consideration for providing services to handicapped students. Based on questionnaires from approximately 200 key college personnel, the guide emphasizes eight issues (topics are in parentheses): the student population to be served (blindness, partial sightedness, deafness, partial hearing loss, epilepsy, and other physical disabilities); program management (coordination programs for deaf students, and sources of funding); architectural accommodation (rules and regulations of the Architectural Barriers Board and plans for architectural accessibility); admissions (the screening process and the admissions interview as a planning tool); counseling and advisement (attitudes toward physically disabled individuals, responsibilities of the counselor, factors to consider when counseling the hearing impaired student, and psychometric tests); instructional services (support services, procedures for instruction and testing, curriculum materials, aids and equipment, and remedial instruction); and job placement (interagency coordination, job adaptation, resources to facilitate job placement, and job development). Each chapter is followed by a resource section which gives information for contacting persons and/or agencies and for obtaining publications applicable to the needs of personnel. (SB)

### ABSTRACT 496

EC 08 0496 ED N. A.
Publ. Date Jun 75 15p.
Seevers, Charles J.
**An Evaluation of the Effects of Group Home Living.**
*Research Exchange and Practice in Mental Retardation*; V1 N1-2 P51-65 Jun 75

Descriptors: Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped*; Adults; Group Living*; Females; Adjustment (To Environment)*; Daily Living Skills;

Identifiers: Deinstitutionalization*; Personal Independence;

Evaluated was the effect of 18 months of group-home living training in the community on the functioning of six moderately to severely retarded adult women. Pre- and posttest scores on the Analysis of Social Competency Index indicated that for all Ss self help, occupational skills and socialization increased most consistently; and that communication was the only area which decreased. Three Ss successfully adjusted to apartment living. Findings suggested the importance of individualized program plans for each resident. (CL)

### ABSTRACT 495

EC 08 0495 ED N. A.
Publ. Date Jun 75 15p.
Gunzburg, H. C.
**Institutionalized People in the Community. A Critical Analysis of a Rehabilitation Scheme.**
*Research Exchange and Practice in Mental Retardation*, V1 N1-2 P36-50 Jun 75

Descriptors: Exceptional Child Research; Mentally Handicapped*; Adults; Institutionalized (Persons); Adjustment (To Environment)*; Ethics; Community Attitudes;

Identifiers: Deinstitutionalization*; Personal Independence*;

Described is a 4 1/2-year rehabilitation program which was designed to help nine middle-aged mentally retarded adults live independently outside the institution. Training in domestic and academic tasks is said to have centered first in a house on institutional grounds, and then in a community residence. Progress in personal, intellectual, and social functioning is depicted, with one woman's achievements examined in detail. Ethical considerations involved in uprooting institutionalized persons are noted. (CL)

### ABSTRACT 494

EC 08 0494 ED N. A.
Publ. Date Jun 75 15p.
Ericsson, Kent.
And Others.
**Integrated Living: Towards a Normal Way of Life.**
*Research Exchange and Practice in Mental Retardation*, V1 N1-2 P21-35 Jun 75

Descriptors: Exceptional Child Services; Mentally Handicapped*; Adults; Group Living*; Normalization (Handicapped)*; Foreign Countries; Behavior Change*;

Identifiers: Sweden;

Described are the types and organization of group homes for mentally retarded adults in Sweden. Information is provided on IQ, education, social and personality traits for a sample population drawn from four group homes. Reviewed are examples of changes in the residents' social competence and personality development. Detailed is a typical day at a group home and day activity center. Crucial problems cited by the staff are said to include interpersonal difficulties and overwork. (CL)

### ABSTRACT 493

EC 08 0493 ED N. A.
Publ. Date Jun 75 7p.
Dolan, P.
And Others.
**An Investigation of the Mentally Retarded After Discharge: A Prologue.**
*Research Exchange and Practice in Mental Retardation*; V1 N1-2 P14-20 Jun 75

Descriptors: Exceptional Child Research; Mentally Handicapped*; Trainable Mentally Handicapped; Educable Mentally Handicapped; Questionnaires; Adults; Daily Living Skills*; Social Adjustment*; Adjustment (to Environment);

Identifiers: Deinstitutionalization*;

Questionnaires will be sent to approximately 40 moderately and mildly retarded adults living in nonfamilial residences, in order to determine the nature of their post institutional adjustment. The questionnaires will solicit information on daily routine, work habits and leisure pursuits, and will help to assess effectiveness of rehabilitation techniques. (CL)

### ABSTRACT 379

EC 08 0379 ED N. A.
Publ. Date Oct [illegible] 2p.
Stephens, Beth.
**Deinstitutionalization: A Charge to Special Educators.**
*Education and Training of the Mentally Retarded*; V10 N3 P130-131 Oct 1975

Descriptors: Mentally Handicapped*; Educational Trends*; Exceptional Child Education; Federal Programs;

Identifiers: Deinstitutionalization*;

The president of The Council for Exceptional Children's division on mental retardation considers current emphasis on deinstitutionalization and cites the need for coordination in such efforts as secondary vocational training and early childhood programs. (CL)

### ABSTRACT 260

EC 08 0260 ED 113 906
Publ. Date Mar 73 10p.
McAvaddy, Jim.
**Facility Consideration for Handicapped Intramural Participants.**
EDRS mf;hc
Paper presented at the Annual Conference of the National Intramural Association (University of South Florida, March, 1973)

Descriptors: Handicapped Children*; Building Design*; Architectural Barriers*; Recreation*; Leisure Time*; Exceptional Child Services; Design Needs; Athletics;

The author discusses the specifics of planning new facilities and restructuring existing ones for intramural and recreational use by handicapped and normal

individuals. Detailed are suggestions for general accessibility (including parking, ramps, and door hardware aspects), toilet facilities, swimming pools, and such miscellaneous facilities as public telephones and drinking fountains. (CL)

**ABSTRACT 256**

EC 08 0256 ED 113 902
Publ. Date 75 65p.
**Recreation and Handicapped People: A National Forum on Meeting the Recreation and Park Needs of Handicapped People.**
EDRS mf;hc

Descriptors: Handicapped Children*; Recreation*; Recreational Facilities*; Parks*; Normalization (Handicapped)*; Exceptional Child Services; Financial Policy; Architectural Barriers; Legislation; Public Opinion; Transportation;

Identifier: Needs Assessment*;

Summarized are recommendations made by handicapped people and recreation and park professionals at a 1974 forum on meeting the recreation and park needs of the handicapped. A statement of the issue and delegates' eactions are provided on 12 topics: segregation vs. integration; the role of the voluntary health agency and its effect on the responsibility of the community recreator; the importance of having specially trained personnel (therapeutic recreation professionals); the problem of architectural barriers; legislation; financing; the attitudes of nonhandicapped participants; insurance costs; recreation as a rehabilitation tool; the value of consumer input into recreation planning and design; employment of the handicapped in recreation and park occupations; and transportation. Where applicable, specific suggestions are given for national state, local, or college level actions. Sample conclusions are that separate but equal facilities are never an acceptable objective, and that 5% of all funds in public recreation projects should be used to insure and maintain their usability by handicapped people. Appended are four speeches and papers presented during the national forum which focus on topics such as financing recreation services for the ill and handicapped, and efforts of the National Park Service to meet the needs of handicapped persons. (LS)

**ABSTRACT 250**

EC 08 0250 ED 113 896
Publ. Date May 75 56p.
Hawkins, Donald E.
And Others.
**The Natural Environment and Human Development: Implication for Handicapped Children in Urban Settings.**
Forest Service (DOA), Washington, D.C.
EDRS mf;hc

Descriptors: Handicapped Children*; Program Planning*; Urban Environment*; Environmental Influences*; Architectural Barriers*; Exceptional Child Education; Child Development; Adapted Physical Education; Recreation; Camping; Outdoor Education; Design Needs; Bibliographies; Administration;

Presented for environmental designers and program planners serving handicapped children in urban settings is information on using the natural environment both as a therapeutic modality and to facilitate child development; planning, administering, and evaluating innovative educational recreational and camping programs; and developing standards for architectural modifications and barrier-free design. Included is a bibliography containing approximately 280 references arranged alphabetically by author or source within the following categories: general references; physical and motor development; perceptual development; behavioral/personality/affective development; intellectual/cognitive/language development; program planning, administration, and evaluation in the natural environment; and architectural modifications/barrier-free design. (LH)

**ABSTRACT 175**

EC 08 0175 ED 113 886
Publ. Date May 72 10p.
Gold, Marc W.
**An Adaptive Behavior Philosophy: Who Needs It?**
University of Illinois, Urbana, Children's Research Center.
EDRS mf;hc
Revision of A Paper Published in the *Proceedings* Of The National Association of Superintendents of Public Residential Facilities, Region V Interaction Workshop On Community Living for Institutionalized Retardates

Descriptors: Mentally Handicapped*; Adjustment (To Environment)*; Normalization (Handicapped)*; Discriminatory Attitudes (Social)*; Employment Potential*; Exceptional Child Research; Job Skills; Expectation;

The author cites obstacles to the normalization of mentally retarded individuals, including society's rigidity, low expectations, desire to maintain status quo, and persistent belief in the fallacy that most basic tasks require intelligence. Studies are reviewed in which moderately and severely retarded persons were successfully trained to perform complex industrial tasks. The involvement of labor and management in securing appropriate employment for this population is advocated. (CL)

**ABSTRACT 61**

EC 08 0061 ED N. A.
Publ. Date Oct 75 3p.
Throne, John M.
**Normalization Through the Normalization Principle: Right Ends, Wrong Means.**
*Mental Retardation*; V13 N5 P23-25 Oct 1975

Descriptors: Mentally Handicapped*; Normalization (Handicapped)*; Educational Needs*; Exceptional Child Education; Intervention;

To speak of normalizing the retarded by treating them normally is a contradiction in terms; treating them normally will leave them functioning as retarded. Retarded by definition means retarded under ordinary conditions. Only extraordinary conditions-- nonnormal--can result in diminishing retarded states, i.e., making the retarded more normal. (Author)